

SOCIAL AND EMOTIONAL LEARNING (SEL) CASE STUDY



MICHIGAN
DEPARTMENT OF EDUCATION

STANDING UP FOR SEL DURING THE PANDEMIC

Successful SEL implementation requires sustained and effective collaboration that reinforces the principles of distributed leadership focused on identifying and resolving problems of practice.

On December 18, 2020, AASA sponsored a virtual case study webinar, under the leadership of State Superintendent, Dr. Michael F. Rice, with representatives from the Michigan Department of Education.

We are delighted to share highlights of this important event, including the insights and recommendations presented concerning statewide adoption of social and emotional learning.



Michael Rice, Ph.D
Michigan's
Superintendent

A VISION FOR SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE STATE OF MICHIGAN



According to Dr. Rice, "The Michigan Department of Education currently serves 832 LEAs and 1.5 million public school students."

"We need to do what we have to do. We are trying to build a statewide SEL system in a pandemic. Our challenge is multi-pronged. What we do this year in the pandemic may not be what we do in the mid-term and long-term."

We are interested in getting as many people trained in SEL to administer to support our children during the pandemic. While this effort is a good start, we want to build a long-term plan for the next 3-5 years."

LONG-RANGE SEL GOALS AND STRATEGIC PLANNING



Michigan's Top 10 Strategic Education Plan goals include the following:

- Expand early childhood learning opportunities;
- Improve early literacy achievement;
- Improve the health, safety, and wellness of students;
- Expand secondary learning opportunities for students;
- Increase the percentage of students who graduate from high school;
- Increase the percentage of adults with a post-secondary credential;
- Increase the numbers of certified teachers in areas of shortage; and
- Provide adequate and equitable school funding.



”

According to Dr. Diane Golzynski of the Michigan Department of Human Services:

“Our SEL goal in Michigan’s Top 10 Strategic Education Plan involves improving the health, safety, and wellness of all learners. Our network includes members who serve in one of 10 MASA regions. We meet monthly and are expanding our professional development network to include 25+ stakeholders from across the state (including teachers, student support staff, building/district administrators, and regional administrators).

We want to encourage students to advocate for themselves and be successful in developing and applying the five SEL competencies. Our commitment is to professional development and creating a comprehensive approach to integrating SEL into all districts (not just single classrooms or schools) to better the education of students.”



SUSTAINED MONITORING OF SEL IMPACT AND RESULTS

Michigan is using a range of assessment and progress-monitoring tools to determine the impact of SEL upon staff performance and student achievement. The state uses the following metrics to monitor progress of improving the health, safety, and wellness of all learners:

- Average daily student participation in school breakfast programs
- Percent of students who have on-track attendance
- Percent of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days
- Percent of students who used tobacco products and/or electronic vapor products during the past 30 days
- Number of students who received school mental health and support services
- Percent of students who have been bullied on school property in the past 12 months
- Percent of students who felt sad or hopeless almost every day for two weeks or more in a row during the past 12 months
- Percent of student who seriously considered attempting suicide during the past 12 months



In addressing levels of implementation, Michigan survey results from Online Module Users reveal:

- **85%** are implementing in their classrooms
- **45%** implementing lessons on a regular basis (daily, weekly, monthly)
- **57%** have seen general positive impact including themselves, their staff, students, and in staff/student relationships
- **26%** say SEL is a priority in their building

Similarly, Children's Mental Health Services collaborate actively with the Michigan Department of Education, sharing a key implementation priority related to the need to move from building to district implementation: SEL is in place in some buildings but not always in others. webinar presenters agreed that staff can sometimes vary in its perceptions about SEL and what it looks like in action. They state that some SEL competencies are difficult to implement and may not be institutionalized. The commitment to a district-wide implementation roll-out process is an ongoing initiative.





THE IMPORTANCE OF FOCUSING ON THE ADULT LEARNER



Dr. Rice emphasizes: “Adults are in different places in their SEL knowledge and practice. Some are well versed in SEL, with fully formed school or district models—while others have nothing other than an inclination to learn. This is a multi-pronged process thematically. In one specific district, there may be a different set of needs than in others. We emphasize the CASEL five competencies (self-awareness, self-management, responsible decision making, relationship skills, and social awareness), but there are individual school and staff needs as well.”



THE SIGNIFICANCE OF SUSTAINED PROFESSIONAL DEVELOPMENT

All of the webinar presenters agreed that sustained professional learning and development are critical priorities. To ensure a sustained and scaled-up process of SEL implementation requires that the adult learners in districts and schools understand the importance of SEL, its value to all learners (adult and student), and strategies and processes for integrating it into curriculum, instruction, assessment, and classroom management as well as health, social, and psychological services. Therefore, Michigan offers a comprehensive online program involving key concepts and skills that all staff should acquire and apply.

Online SEL modules in Michigan include the following:

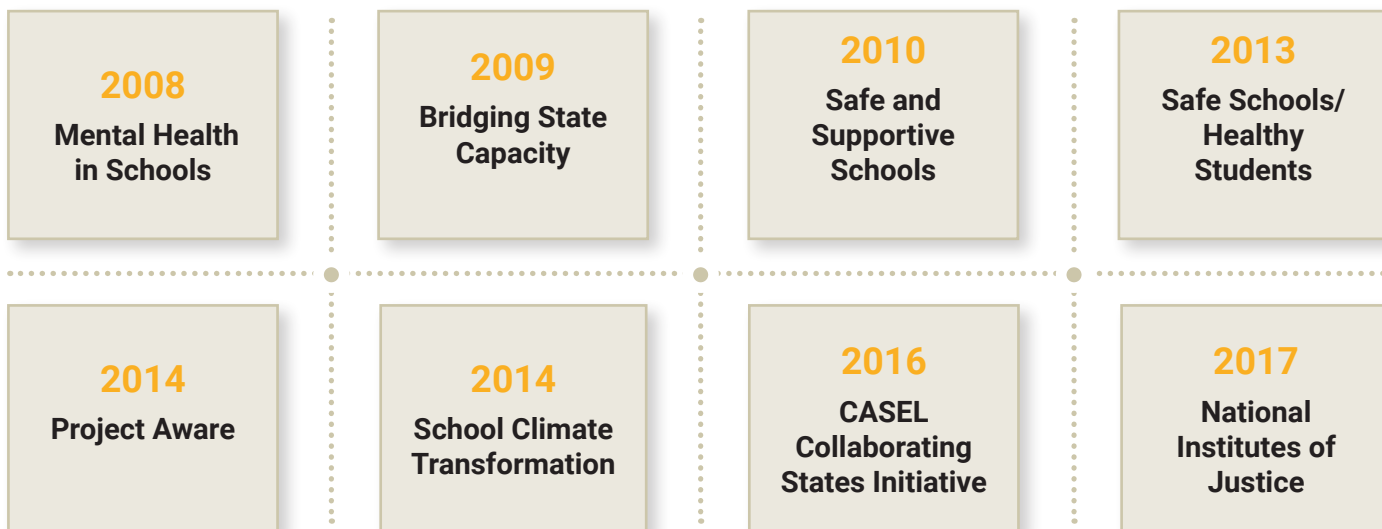
1. Introduction to SEL
2. Integrating SEL into Culturally Responsive Classrooms
3. Embedding SEL Schoolwide
4. Creating a Professional Culture Based on SEL
5. SEL and Trauma-Informed Support.

Michigan Virtual, in partnership with the Michigan Department of Education, offers these courses. In two years, over 22,000 educators and leaders have participated in one or more of the courses. These SEL modules have received high levels of response and feedback, including strengthening staff understanding of SEL; planning to use learning and activities from the course at the school; and classroom level and helping staff to examine their own thinking and practice.



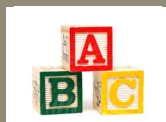
ENSURING APPROPRIATE AND SUSTAINED FUNDING FOR SEL

Over the years, MDE sought and received federal grants to develop its work in children's mental health and SEL.



DISSEMINATING SEL RESOURCES

Michigan SEL statewide resources include:



Early Childhood K-12
SEL Competencies
and Indicators



Leadership for
Learning (Instructional
Leadership, A Culture for
Learning, Organizational
Management)



School Improvement 2.0
(FIRST STATE to Take SEL
competencies from pre-
school to post-school)



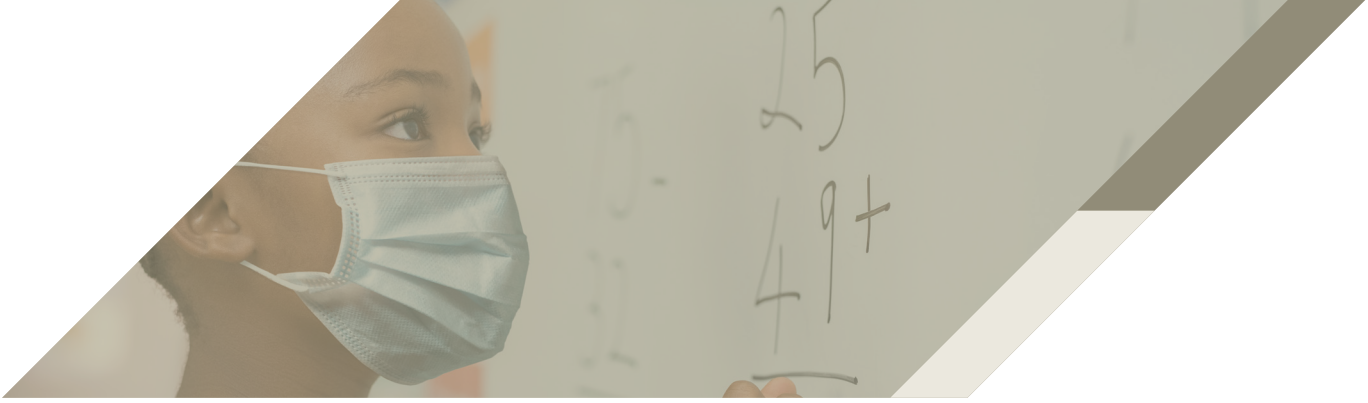
Professional Learning Curve
(Professional Learning
Culture; Professional
Learning Systems)



Strands for Teaching for
Learning (CIA)



School, Family, and Community
Relations (Communication and
Engagement)



CURRICULUM SEL CROSSWALKS

Michigan is promoting SEL academic crosswalks focusing on social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) and academic content (mathematics, science, social studies, English language arts, and health education). According to webinar presenters, these resources are currently the most popular tools among state educators for integrating SEL into lesson planning.

THE CRITICAL IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING AND CHILDREN'S MENTAL HEALTH SERVICES



Michigan has begun to allocate funds for children's mental health / SEL.

- \$35.6 million has been allocated to provide mental health and support services.
- MDE approved \$7.6 million of its Education Equity Fund for children's mental health service.
- The Michigan Health Endowment Fund Grant is a foundation grant to 20 districts to implement district-wide systemic SEL—including funding for coaching and an online platform to host the community of practice (CoP).

BUILDING & SUSTAINING SEL COLLABORATIVE NETWORKS



A primary SEL goal in Michigan is to match 10 veteran SEL districts with 10 novice, or new-to-the-work, districts, including implementation steps and processes to improve and increase SEL at the school and district level. Dr. Michael Rice emphasizes: "It requires years of working and deepening the work, including walkthroughs and in-depth professional learning. There is also a value in developing metrics and continuing to work on their development. I encourage you to track your progress; otherwise, you can claim success in the face of contrary evidence among staff and students."





SUGGESTED REFLECTION QUESTIONS FOR FOLLOW-UP IN YOUR DISTRICT

1

To what extent is your current state working on communities of practice to support statewide implementation of social-emotional learning (SEL)?

2

Which of the major focus areas and strategies currently in use in Michigan might be applicable to your state or district?

3

To what extent is your current work with SEL focused on supporting the health, social, emotional, and learning needs of both students and adults?